



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

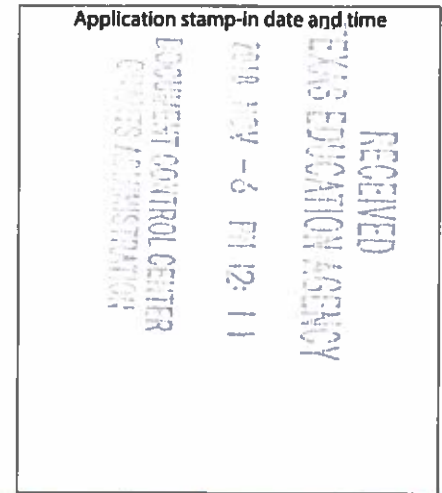
NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue, Austin, TX 78701-1494



Pathway 1 and 2: January 1, 2019 - May 31, 2021
Pathway 3 : January 1, 2019 - June 30, 2020

Grant period from

Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Demographic- MISD struggles to find qualified teachers candidates for many of the teaching positions that will assist in closing the diversity gap between teachers and students.	These individuals will be provided the opportunity to become highly qualified, trained, certified teachers who already have an insight into the MISD climate and culture.
Specialized Staffing- MISD faces shortages of teachers in difficult to staff teaching positions such as Bilingual, EL, and Special Education.	MISD is committed to intentional efforts to diversify the teacher workforce in order to close the diversity gap between teachers and students. Students will benefit from being educated by diverse individuals who have demonstrated an interest in teaching through their work experience as instructional para's.
Growing School District- MISD is a growing school district with (3) new schools opening 2021. Additional teaching positions will be need at elementary, intermediate and middle levels.	MISD is a fast growing school district with a diverse student population. Recruitment of instructional paraprofessionals who are already employed by the MISD will increase teacher candidates that will assist in the growing need for teaching positions due to our growing school district.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

100% of MISD instructional paraprofessionals identified for the Grow Your Own grant will complete their bachelors degree and teacher certification by May 31, 2021.

MISD will incorporate 2 additional dual credit courses for MISD students in the Education and Training pathway by May 2021.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The first-quarter benchmarks include but are not limited the following:
 The development of a rigorous selection and screening process. The Selection of 10 MISD paraprofessionals. MOU completed with partner/Institute of Higher Education. Complete student enrollment at IHE. Implement plan for recruitment of high school students into the Education and Training Program along with investigating the TAFE organizational structures and adding chapters to each high school(5). Identify a qualified MISD teacher to teach dual credit.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Second Quarter Benchmarks include but are not limited to the following:
 Instructional Para's enrolled in all required college courses with successful completion. Support provided by the partner IHE. Teacher mentor program (KEEPS) in place to assist individuals in GYO program.
 High Schools will increase the number of students in the Education and Training programs from enrollment in 2019 -2021.
 MISD Teacher will become dual credit certified. Dual credit will become an option for education and training students.
 High school student involvement in TAFE CTSO will continue.
 All High school students in practicum level courses will have field based experiences.

Third-Quarter Benchmark

Third-quarter benchmarks include but are not limited to the following:
 GYO candidates will be assigned a school campus and cooperating teacher within the MISD.
 Instructional paraprofessionals will complete the bachelor's program with a teaching certification by May 2021. Site visits completed by IHE. Teacher candidates review process and take the Texas Exam for Teacher Educators by March 2021. GYO candidates work for the district for a minimum of 2 years. MISD high school students in the education and training program will earn a minimum of 3 dual credit hours. MISD high school students demonstrate understanding of college application process and colleges that offer education and training programs. Track enrollment in education and training pathway to determine if increase over grant cycle occurred.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The methods of evaluation instituted by the GYO Grant project will be thorough, manageable, and appropriate to the goals, objectives and outcomes for the goal of increasing the number of teachers identified in critical need areas for the MISD. MISD will incorporate appropriate evaluation strategies that will identify areas needing modification or additional information. MISD will collect, analyze data focusing on the degree to which the program implementation objectives are being met.

Qualitative and quantitative techniques will be used in the assessment of program implementation. These evaluative techniques include but are not limited to the following:

- Number of paraprofessionals identified in the GYO program.
- Demographic information of paraprofessionals identified in the GYO program. (compared to district demographics).
- Grade reports of participants in GYO program.
- Number of GYO participants that begin the program vs the number that successfully end the program.
- Number of GYO participants hired to teach in MISD vs the number that successfully began the program.
- Each GYO participant will be assigned a teacher mentor. (1:1 ratio)
- Number of students in each of the high school courses within the teacher education and training pathway of courses.
- Number of students in the practicum level courses doing internships in the teacher education program.
- Number of students in the TAFE SO each year.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Partner LEAs and EPP will share program performance measures on a quarterly basis.
- EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

The Mansfield ISD has a growing Education and Training pathway at our traditional high school campuses (5) and culminating at the centralized Ben Barber Innovation Academy (BBIA). All five of the traditional high schools in the MISD are currently offering Principles of Education and Training to students in grades 9-12. BBIA offers Human Growth and Development (grades 10-12), Instructional Practices and Practicum in Education (grades 11-12). Students gain practicum experience by assignment to campus within the MISD at the grade level and subject they are most interested in teaching. Through the GYO grant, we will be able to add dual credit options with a long term goal of offering more dual credit options to students that are interested in education. MISD has existing IHE partnerships/ MOU's with University of Texas/ Arlington, Tarrant County Community College and Texas Wesleyan. We are currently investigating an MOU for this grant with Tarleton University.

In addition to the education and training pathway offered to our high school students, MISD has a career pathway course that all MISD 8th grade students are required to take for one semester. The curriculum for this course is locally written to focus on the community and careers our students will be exposed to later in life. Additional lessons will be added to focus on the education and training career pathway. Student program recruitment efforts need to focus on males and diversity in the future.

Four of the Five traditional campuses and BBIA began a chapter of TAFE in the 2017-2018 school year. The participation numbers are expected to increase in each chapter as grant funding will assist in the ability to provide funding assistance for students to participate in regional, state and national competitions. Plans could include adding chapters to the Middle school campuses if students survey's request the desire.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Current district data indicates that the district's diversity of teacher demographics does not currently align with student body demographics. Variances in student /teacher diversity ratios, as noted in 2017-2018 reflect in African Americans population student 28.6 % with teacher at 14.9% and Hispanics student 25.4 % with teacher at 9.6%. In some cases instructional paraprofessionals work in the district and are often local residents who represent student populations. Candidates would be recruited for targeted areas such as bilingual and ESL at the elementary grade levels. Educational assistants fluent in a language would be strongly recruited.

The MISD Human Resources department will issue communication to all current district paraprofessionals in order to ensure awareness of the program and the possibility of receiving the stipend. Information meetings will be held for those interested in applying with specifics of the program and application process.

The applicants will be recruited and selected through a specific process and will require the following steps to be completed:

1. Applicants will complete an on line application
2. Complete a Resume
3. Complete an Essay on two questions: "Why do you want to become a teacher?" and "What will you do to become involved in school activities?"
4. Obtain a Principal Recommendation Letter
5. Obtain a Teacher Recommendation Letter
6. Submit evidence that the candidate has 60 college credit hours and/or an associates degree
7. Applicants must confirm that they are a paraprofessional employed by the MISD and is in good standing. They must not have been place on paid or unpaid administrative leave at any time. They must not have unexcused or excessive absences and they must commit to remain and teach within the district for the next two years following the completion of their college program. Unless, MISD determines for disciplinary or performance reasons, they are no longer eligible for hire. Upon the candidate completion of the above information MISD will select the finalists by reviewing all applicants. A pool of finalists will be selected based on the candidates responses to the essays, and to the degree to which the candidate meets the district and grant established guidelines. (A rubric will be created to score all requirements) Finalist will be identified and a MISD panel of interviewers will meet with each finalist and select the final candidates.

The MISD Grow Your Own Memorandum of Understanding will (MOU) include the following:

1. The employee must complete all requirements of the program to complete their degree and/or teaching credential prior to the end of the grant period.
2. Upon completion of the program, the candidate must remain employed by the district for a period of 2 academic years in a school determined by the school district. This will occur only if the candidate remains in good standing with the school district and has not been place on administrative leave at any time and has not had unexcused or excessive absences.
3. If the employee resigns or is terminated prior to the 2 year teaching commitment, the employee will be required to pay back funds as prorated by the Payroll and Compensation departments.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="2"/>	X \$11,000 =	<input type="text" value="11,000"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="0"/>	X \$5,500 =	<input type="text"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="5"/>	X \$6,000 =	<input type="text" value="15,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text" value="0"/>	X \$9,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text" value="25,000"/>

PATHWAY TWO

Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text" value="9"/>	X \$5,500 =	<input type="text" value="49,500"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="0"/>	X \$11,000 =	<input type="text"/>
Request for Pathway 2			<input type="text" value="49,500"/>
Request for Pathway 1			<input type="text" value="25,000"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="74,500"/>

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET
Teacher Dual credit stipend (one course one teacher)	11,000
9 Teacher Preparation Candidates	49,500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)	BUDGET
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
Instructional supplies and materials for existing ET courses- 5 campuses- TAFE Supplies	9,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	BUDGET
TAFE membership 5 high schools, one BBIA	1,000
TAFE in state travel and participation	2,000
Travel professional development conference for TEA institute	1,000
Substitute costs	1,000

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs

TOTAL AMOUNT REQUESTED
 Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1 One

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

X This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.

X The plan must include strategies to increase enrollment in each course each year.

X The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Mansfield ISD currently teaches Principles of Education and Training as well as Human Growth and Development on all 5 traditional high school campuses. Instructional Practices and Practicum in Education are currently taught at Ben Barber Innovation Academy. The teacher selected to teach the Dual credit course for the GYO grant has proven to be a proponent for the education and training career pathway. Leighann Tamplen holds a master's degree in education with over 15 years' experience as a CTE teacher and is currently seeking a doctoral program. In addition, she initiated the first chapter of TAFE in MISD 3 years ago and led 4 other campus to start a TAFE student organization at their home campus. Under her leadership in TAFE MISD had students represented at the National level last summer. During the last 4 years since Mrs. Tamplen was selected to instruct the Instructional Practices Course and the Practicum courses we have seen an increase of students interested in this pathway. All students in the Practicum course are placed in an internship within a MISD school. Evaluation reports and feedback from the teacher supervisors of her students are very positive and reflective of her guidance to these students. The Ben Barber Innovation Academy houses a child care facility for children 3-5 years old. This allows on site experience for students in the Education and Training program. Mrs. Tamplen's enthusiasm for the profession is contagious and with assistance from the GYO grant will only help her grow student interest. Mrs. Tamplen is considered an accomplished / distinguished teacher on all levels of the T-TESS appraisal system. With the funding of this grant Mrs. Tamplen has agreed to the requirements of the GYO grant.

Strategies to increase enrollment will include hosting specific training for high school counselors in order to review the course sequence for the Education and Training pathway. This training will be delivered by the administration from the Innovation Academy and Mrs. Tamplen. In addition, all MISD 8th grade students are required to take a course called Career Pathways. In this course an additional series of lessons will be added to the curriculum that will be based on Education and Training while promoting teaching areas of SPED and EL. In this course, the students take a field trip to the Innovation Academy to see programs and talk with the instructors in the academy environment. A booth will be set up at the MISD College and Career night that is hosted for ALL 8-12 MISD students. Current students in the Education and Training program will speak to students at recruitment events. Once students have entered the Education and Training pathway, they will be encouraged and inspired to continue on to become teachers. Since last year alone our internship program has grown over 20% and we have increased the retention rate of our students returning from Instructional Practices to take Practicum in Education and Training. Students are highly engaged through the use of engaging and rigorous curriculum and are provided with opportunities to select their preferred grade level at the internship sites. These are just a few of the strategies that will be implemented in order to assist in the growth of the education and training program.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

X The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.

X The plan must include marketing and recruitment strategies to increase student interest and persistence.

X The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

MISD CTE administrators and staff intend to identify students who have a passion for teaching through a variety of means. Our Education and Training teachers visit the classes that feed into our programs in order to recruit students. MISD students at all levels participate in career days, elective fairs, and tours of the Ben Barber Innovation Academy. MISD began a Transition to Teach program in 2016 that identifies students who exhibit good teacher qualities. These candidates are then nominated and recruited by the education and training teachers/department. For this program MISD partners with Texas Wesleyan University in an EC-6 ESL Academy for Educators. This program offers a cohort educational opportunity for students to begin the pathway as a 9th grader and continue until graduation with 52 college hours and move directly into the teacher program at Wesleyan University upon high school graduation. This program has doubled in size in the second year. Assistance from the GYO program will allow us to focus on the marketing and recruiting aspects for both the Academy and students going through the more traditional avenue of high school CTE courses. Our hope is to attract future teachers who will mirror our student population and continue in the educator pipeline. MISD established an early college high school in 2017. Recruitment efforts will focus on some of these students while encouraging their pathway into education. MISD has existing partnerships with local universities and colleges that will provide mentors to our students through the high school and college process. Efforts are in place to provide local scholarships for students pursuing education and training after graduation.

Strategies to recruit nontraditional students into the education and training program will include talking to the students currently in the program, if students are not taking the next level class questions need to be asked of the students and find out why. Talk to the student's friends, the current students in the program will help convince their friends that education is a great career field. The counseling departments at all 5 home campuses are trained in the details of the courses offered in the education and training pathway, counselors are critical in knowing the students they have and guiding them into areas that are a great fit for the students. Advertising posters and recruitment materials will be sent to the 6 middle schools prior to registration as well as booths set up at 8th grade orientation nights in the spring. In addition, refining the social media strategy can prove to be an important goal as well for recruitment. All of these recruiting efforts will focus on aligning the program data with the district demographics. This data has not been tracked in the past several years. We would like to mirror the 29% AA, 25% HI while increasing the number of male students in the MISD education and training programs. Recruitment efforts would include identifying students who are successful in the academic and introductory CTE courses and have passed the TSI assessment by the end of the 10th grade year.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

X The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.

X The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

X All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

MISD is very fortunate to have several partnerships with IHE's including Tarrant County Community College, Texas Wesleyan University and Tarleton University. At this time the plan will be to offer the dual credit course with Texas Wesleyan. The current MOU with Texas Wesleyan states that EDU 2100 and EDU 2208 will be taught on site in the MISD. The teacher we are suggesting to teach the dual credit course will need to submit her information to Wesleyan for review and approval. We feel this is the best partnership currently since students are already enrolled in this particular program. However, Tarleton has offered to allow our teacher to teach the dual credit course as well if MISD makes that decision at a later date. Our plan will be to offer a dual credit course for students in education and training by the Spring of 2020. MISD currently has a dual credit MOU with TCC and allows our teachers to implement the course if approved by TCC. Therefore, we have several opportunities to offer dual credit to the students of MISD with the option of using our own staff member. MISD has been offering dual credit to students through TCC and Wesleyan for several years. These long term partnerships have increased efficiency over the years and made the process to which students earn and transfer dual credit very systematic.

Please see the attached MOU for Texas Wesleyan and Mansfield ISD

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles (required only if applying for Pathway 2 funds in addition to Pathway 1)

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

X The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.

X The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Pathway Two:

A survey was sent to all instructional paraprofessionals requesting information for those interested in pursuing a teaching certification. Results indicated that 42 individuals were interested that had at least 60 hours of college and 45 individuals were interested that had a college degree. Using this information it has been determined that the best way to get teachers into the classroom would be to first identify degreed individuals then review those that have 60 hours. The program for degreed individuals will be designed through a partnership with Tarleton University for the identified paraprofessionals. College classes will be offered in a cohort model by Tarleton University at a MISD site and will be completed in approximately one year. Cohort students will earn a teaching certification from Tarleton through the TMATE program (Tarleton Model for Accelerated Teaching and Education) Students will complete their field experience within the MISD. Paraprofessionals enrolled in this program will request developmental leave from their current assignment to complete clinical teaching. Developmental leave affords the employee the opportunity to leave their current position, without resigning, and report to their MISD approved placement for clinical teaching.

MISD plan of recruitment and selection will take the following steps:

- Create an application that will be posted on an online applicant tracking system. The application will assess elements on each candidates' background including, but not limited to the following:
 - ✓ The candidate's full work history, including years of experience in MISD
 - ✓ The candidate's education history, including college hours completed if a bachelor's degree has not yet been obtained
 - ✓ The candidate's involvement with their school, including volunteer activities, after school activities etc.
 - ✓ The candidate's future plans and reason for applying for the program, which would be assessed via essays included within the application
 - ✓ The desired certification area the candidate would like to teach
 - ✓ Any language skills other than English
 - ✓ One recommendation letter from the principal or supervisor.
- The ideal candidate for the program will exhibit the following characteristics:

- ✓ A minimum of 2 year experience working in the MISD in a paraprofessional role or a long term sub.
- ✓ Must have at least 60 college hours and or and associates degree or a bachelor's degree
- ✓ A desire to teach in K-6 Special Education or EI as their primary teaching area
- The Grant supervisor and HR department will issue communications to all current district paraprofessionals in order to ensure awareness of the program and the possibility of receiving the stipend:
 - ✓ A direct email outlining the application process, the degree or certification process and a follow up email addressing where they can follow up with questions
 - ✓ Two open session forums for para's to attend and ask questions regarding the program
- MSID will select finalist using the following process:
 - ✓ All applicants will be reviewed by grant administrator
 - ✓ A pool of finalists will be selected based on meeting the 60 hours or having a bachelor's degree
 - ✓ A rubric will be established to guide the review of each applicant. (Candidates response to essay etc)
 - ✓ A panel of interviewers will meet with each finalist.
 - ✓ After the interviews the final 10 candidates will be selected.
- Mansfield ISD and the student will sign an agreement that will include:
 - ✓ The employee will student teach within the MISD
 - ✓ The employee must complete all requirements to complete their degree prior to the end of the grant period.
 - ✓ Upon completion of the program, the candidate must remain employed with the school district for a period of up to 2 academic years in a designated teaching area. (SPED/EL)
 - ✓ If the employee resigns or is terminated prior to finishing the program or before their 2 year teaching commitment, the employee will be required to pay back funds as prorated by the Payroll and Compensation Department.
 - ✓ KEEPs mentoring program will be assigned to the para during the two years of employment

**TEXAS WESLEYAN UNIVERSITY
AND
MANSFIELD INDEPENDENT SCHOOL DISTRICT
EC-6 Generalist with ESL and EC-6 Generalist Bilingual
Dual Credit Collaboration**

Texas Wesleyan University (herein called "Wesleyan") and Mansfield Independent School District (herein called "MISD") enter into the following agreement on behalf of Wesleyan and MISD:

1. PURPOSE

The purpose of this agreement is to facilitate the cooperation between Wesleyan and MISD to increase the number of EC-6 Generalist teachers available for MISD and other school districts to hire.

According to the U.S. Department of Education school districts across the nation face significant teacher shortages. To respond to this problem MISD agrees to enter into a collaborative agreement with Wesleyan to design, develop, and deliver a dual credit program focused on the teacher education training of selected MISD high school students. MISD expects program graduates to apply for teaching positions within MISD.

2. COURSES

In accordance with Wesleyan's curricula and the SBEC standards for EC-6 Generalist certification, Wesleyan will provide the following courses to MISD program participants onsite or online as appropriate and as scheduled in cooperation between Wesleyan and MISD:

- MAT 1304 Mathematics for the Liberal Arts
- REL 1321 Introductory Studies in World Religions
- EXS 2201 Health and Physical Education Activities for Elementary Teachers
- EDU 2100 Introduction to Education
- EDU 2208 Fine Arts for Teachers

3. DUAL CREDIT

Regarding the courses taught by Wesleyan at MISD, students shall receive Wesleyan credit and MISD credit for each course if they meet the minimum requirement as outlined in the course syllabus. Wesleyan requires a grade of "D" or better for passing. However, a grade of "C" or better is usually required to transfer credit to another university. A grade of "C" or better is required for passing in all EDU courses. Students who earn a "D" in any dual credit course will receive high school credit but will be exited from the Education Academy and will no longer be eligible for dual credit while in MISD.

4. EC-6 TEACHER EDUCATION PROGRAM

MISD students whose intent it is to pursue Wesleyan's EC-6 Teacher Education program will follow a curriculum which consists of General Education Curriculum courses completed via Tarrant County College (TCC) offered courses at MISD; Wesleyan courses offered at MISD; and Wesleyan courses offered at Wesleyan's Fort Worth campus. Program is subject to change as dictated by the Texas Education Agency. The following are detailed descriptions of the two degree plans available in the program:

Table 1

Courses Taken at MISD Prior to Wesleyan Admission for the EC-6 ESL Generalist Program

TCC Course Number (Wesleyan Courses)	Course Title	Wesleyan Credit	MISD Credit	Teaching Site
General Studies				
Language Literacy				
ENGL 1301	English Composition	3	.5	MISD
ENGL 1302	English Composition	3	.5	MISD
ENGL 2322	British Literature	3	.5	MISD
ENGL 2323 (ENG 2328)	British Literature Elective	3	.5	MISD
LANGUAGE LITERACY TOTAL		(12)		
Analytical Literacy				
BIOL 1408 (NSC 1406)	College Biology for Non-majors	4	1	MISD
BIOL 1409 (NSC 1407 or 1408)	College Biology for Non-majors	4	1	MISD
MATH 1314 (MAT 1302)	College Algebra	3	.5	MISD
ANALYTIC LITERACY TOTAL		(11)		
Cultural Literacy				
HIST 1301(HIS 2321)	US History to 1876	3	.5	MISD
HIST 1302 (HIS 2322)	US History since 1876	3	.5	MISD
SPCH 1311	Intro to Speech	3	.5	MISD
REL 1321	Introductory Studies in World Religions	3	.5	Wesleyan at MISD
CULTURAL LITERACY TOTAL		(12)		
Social Literacy				
ECON 2301 (ECO 2305)	Macroeconomics	3	.5	MISD
GOVT 2305 (POL 2000)	Federal Government	3	.5	MISD
PSYC 2301 (PSY 1301)	Introduction to Psychology	3	.5	MISD
SOCIAL LITERACY TOTAL		(9)		
GENERAL STUDIES TOTAL		(44)		
Related Requirements				
MAT 1304	Mathematics for the Liberal Arts	3	.5	Wesleyan at MISD
EXS 2201 (No TCC equivalent)	Health and Physical Education Activities for Elementary Teachers	2	.5	Wesleyan at MISD
RELATED REQUIREMENTS TOTAL		(5)		
Education				
EDU 2100 (No TCC equivalent)	Foundations of Education	1	.5	Wesleyan at MISD
EDU 2208 (No TCC equivalent)	Fine Arts for Teachers	2	.5	Wesleyan at MISD
EDUCATION TOTAL		(3)		
MISD TOTAL		(52)		

Table 2

Courses Taken at Wesleyan After Wesleyan Admission for the EC-6 ESL Generalist Program

Wesleyan Courses	Course Title	Wesleyan Credit	MISD Credit	Teaching Site
General Studies				
Social Literacy				
EXS 1220	Basic Concepts of Wellness	2		Wesleyan
	SOCIAL LITERACY TOTAL	(2)		
	GENERAL STUDIES TOTAL	(2)		
Related Requirements				
MAT 1305	Advanced Foundations of Math for Teachers	3		Wesleyan
ENG 3310	Advance Writing	3		Wesleyan
NSC 1403 or NSC 1405	Science for Non-Majors	4		Wesleyan
PSY 3303	Infant & Child Development	3		Wesleyan
HIS 3322	Texas History	3		Wesleyan
	RELATED REQUIREMENTS TOTAL	(16)		
Education				
EDU 3308	Teaching the Exceptional Child	3		Wesleyan
EDU 3310	Studies in Multicultural Education	3		Wesleyan
EDU 3318	Intro. To Early Childhood Ed.	3		Wesleyan
EDU 3319	Math. For Elementary Teachers	3		Wesleyan
EDU 3320	Science for Elementary Teachers	3		Wesleyan
EDU 3338	Computers as a Classroom Tool	3		Wesleyan
EDU 3431	Instruction Assessment & Management	4		Wesleyan
EDU 4340	Environmental Processes	3		Wesleyan
EDU 4331	Differentiating Instruction	3		Wesleyan
EDU 4348	Social Studies for Teachers	3		Wesleyan
EDU 4608	Student Teaching	6		Wesleyan
	EDUCATION TOTAL	(37)		
ESL Concentration				
EDU 3324	Language Acquisition Theory	3		Wesleyan
EDU 4317	ESL Methodology	3		Wesleyan
RDG 4323	ESL Literacy	3		Wesleyan
	ESL TOTAL	(9)		
Reading				
RDG 3322	Children's Literature	3		Wesleyan
RDG 4401	Beginning Literacy	4		Wesleyan
RDG 4402	Intermediate Literacy	4		Wesleyan
	READING TOTAL	(11)		
	WESLEYAN TOTAL	(75)		
	PROGRAM TOTAL	(127)		

Table 3

Courses Taken at MISD Prior to Wesleyan Admission for the EC-6 Bilingual Generalist Program

TCC Course Number (Wesleyan Courses)	Course Title	Wesleyan Credit	MISD Credit	Teaching Site
General Studies				
Language Literacy				
ENGL 1301	English Composition	3	.5	MISD
ENGL 1302	English Composition	3	.5	MISD
ENGL 2322	British Literature	3	.5	MISD
ENGL 2323 (ENG 2328)	British Literature Elective	3	.5	MISD
LANGAUGE LITERACY TOTAL		(12)		
Analytical Literacy				
BIOL 1408 (NSC 1406)	College Biology for Non-majors	4	1	MISD
BIOL 1409 (NSC 1407 or 1408)	College Biology for Non-majors	4	2	MISD
MATH 1314 (MAT 1302)	College Algebra	3	.5	MISD
ANALYTIC LITERACY TOTAL		(11)		
Cultural Literacy				
HIST 1301(HIS 2321)	US History to 1876	3	.5	MISD
HIST 1302 (HIS 2322)	US History since 1876	3	.5	MISD
SPCH 1311	Intro to Speech	3	.5	MISD
REL 1321	Introductory Studies in World Religions	3	.5	Wesleyan at MISD
CULTURAL LITERACY TOTAL		(12)		
Social Literacy				
ECON 2301 (ECO 2305)	Macroeconomics	3	.5	MISD
GOVT 2305 (POL 2000)	Federal Government	3	.5	MISD
PSYC 2301 (PSY 1301)	Introduction to Psychology	3	.5	MISD
SOCIAL LITERACY TOTAL		(9)		
GENERAL STUDIES TOTAL		(44)		
Related Requirements				
MAT 1304	Mathematics for the Liberal Arts	3	.5	Wesleyan at MISD
EXS 2201 (No TCC equivalent)	Health and Physical Education Activities for Elementary Teachers	2	.5	Wesleyan at MISD
RELATED REQUIREMENTS TOTAL		(5)		
Education				
EDU 2100 (No TCC equivalent)	Foundations of Education	1	.5	Wesleyan at MISD
EDU 2208 (No TCC equivalent)	Fine Arts for Teachers	2	.5	Wesleyan at MISD
EDUCATION TOTAL		(3)		
MISD TOTAL		(52)		

Table 4

Courses Taken at Wesleyan After Wesleyan Admission EC-6 Bilingual Generalist Program

Wesleyan Courses	Course Title	Wesleyan Credit	MISD Credit	Teaching Site
General Studies				
Social Literacy				
EXS 1220	Basic Concepts of Wellness	2		Wesleyan
	SOCIAL LITERACY TOTAL	(2)		
	GENERAL STUDIES TOTAL	(2)		
Related Requirements				
Spanish	1341, 1342, 2313, and 2314 or Test Equivalent	12		Wesleyan
MAT 1305	Advanced Foundations of Math for Teachers	3		Wesleyan
ENG 3310	Advance Writing	3		Wesleyan
NSC 1403 or NSC 1405	Science for Non-Majors	4		Wesleyan
PSY 3303	Infant & Child Development	3		Wesleyan
HIS 3322	Texas History	3		Wesleyan
	RELATED REQUIREMENTS TOTAL	(16 to 28)		
Education				
EDU 3308	Teaching the Exceptional Child	3		Wesleyan
EDU 3318	Intro. To Early Childhood Ed.	3		Wesleyan
EDU 3319	Math. For Elementary Teachers	3		Wesleyan
EDU 3320	Science for Elementary Teachers	3		Wesleyan
EDU 3338	Computers as a Classroom Tool	3		Wesleyan
EDU 3431	Instruction Assessment & Management	4		Wesleyan
EDU 4340	Environmental Processes	3		Wesleyan
EDU 4331	Differentiating Instruction	3		Wesleyan
EDU 4348	Social Studies for Teachers	3		Wesleyan
EDU 4613	Student Teaching	6		Wesleyan
	EDUCATION TOTAL	(34)		
Bilingual Concentration				
EDU 3324	Language Acquisition Theory	3		Wesleyan
EDU 3363	Foundations of Bilingual Education	3		Wesleyan
EDU 4317	ESL Methodology	3		Wesleyan
EDU 4329	Content Methodology in the Dual Language Classroom	3		
EDU 4362	Reading and Language Arts in the Dual Language Classroom	3		Wesleyan
	BILINGUAL TOTAL	(15)		
Reading				
RDG 3328	Children's Bilingual Literature	3		Wesleyan
RDG 4401	Beginning Literacy	4		Wesleyan
RDG 4402	Intermediate Literacy	4		Wesleyan
	READING TOTAL	(11)		
Upper Level Spanish				
SPN 3328	Advanced Spanish Grammar	3		Wesleyan
SPN 3340	Advanced Spanish Writing	3		Wesleyan
	READING TOTAL	(6)		
	WESLEYAN TOTAL	(84 to 96)		
	PROGRAM TOTAL	(136-148)		

5. INSTRUCTIONAL QUALITY

For the courses taught by Wesleyan at MISD, Wesleyan will provide the instruction of agreed upon courses through its own faculty and will monitor and evaluate the quality and uniformity of classroom instruction in accordance with the standards set by Wesleyan and the Southern Association of Colleges and Schools Commission on Colleges.

Wesleyan courses are evaluated each semester by students using the *IDEA* course evaluation tool. Additionally, progress toward the achievement of the student outcome objectives associated with the EC-6 program are evaluated by the faculty annually using assessment tools that include, but are not limited to TExES exam scores, end of program assessment tools, and program evaluations surveys administered to alumni by the Texas Education Agency (TEA).

6. FACILITIES

Courses taught at MISD shall be conducted at the Ben Barber Career Technology Center. Wesleyan may provide additional facilities or access to the main campus of Wesleyan as needed or as may be mutually scheduled.

7. TUITION, PAYMENT, TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Wesleyan agrees to require the same textbooks and supplemental instructional materials for all courses taught by Wesleyan at MISD for a three year period of time. MISD agrees to purchase all textbooks for MISD students taking Wesleyan courses at MISD. MISD has the option of purchasing these textbooks from the Wesleyan Bookstore at a 20 percent discount. A list of textbooks and supplemental materials for each course will be provided by Wesleyan to MISD the semester prior to the first time a course is offered with updated requirements no earlier than every three years the semester prior to the course being offered.

MISD will cover all students' tuition costs. A letter of intent to pay will be provided to Wesleyan on or before the first day of class. An invoice shall be submitted to MISD for payment due. The agreed upon course rate will be \$350 per student per course.

8. ADMISSION AND ENROLLMENT

This program requires that MISD students meet the following three admissions criteria:

- Admission into the MISD Teacher Education Dual Credit Program
- Admission into Texas Wesleyan University
- Admission into the Teacher Preparation Program

Admission into the MISD Teacher Education Dual Credit Program

MISD shall be responsible for providing Texas Wesleyan with completed "Dual Enrollment" admission applications for each student and evidence that each student has received the bacterial meningitis vaccine. All students who participate must be TSI compliant. Texas Wesleyan will require additional documentation from MISD for purposes of processing student registration as worked out in cooperation with MISD outside of this agreement.

Admission into Texas Wesleyan University

Criteria for admission to Texas Wesleyan after completion of the Dual Credit courses at MISD including TCC and Wesleyan courses will be those for a first year college student and will be granted with a MISD weighted GPA of 2.5, top 50% of graduating class, a minimum on ACT of 19 or SAT of 920 (math and critical reading). A transferable GPA of 2.0 on all college level work is expected. For the revised SAT taken after March 2016, comparable SAT scores in concordance with the 920 (math and critical reading) is expected.

Students who do not meet the above criteria may be selected for committee review for possible Texas Wesleyan University admission.

- Near the end of the dual enrollment experience, students wishing to continue enrollment at Texas Wesleyan University and wishing to be considered for all undergraduate merit scholarships are encouraged to apply using the Undergraduate Application for Admission either at www.txwes.edu/apply-now, using Apply Texas, or by visiting the Office of Admission in the Baker-Martin House. Priority application date for admission and scholarship consideration is Jan. 15, though students may apply any time before June 1.

Admission into Texas Wesleyan University Teacher Preparation Program

To be admitted into the Teacher Preparation Program students must:

- Minimum 2.5 Overall GPA;
- THEA Scores of: Reading=260, Mathematics=230, Writing=220 for details about THEA exemptions see page 190 of the 2015-2017 Undergraduate Catalog);
- Meet TEA requirements through a screening and interview process as part of entrance to the program;
- Demonstrated proficiency in oral English by obtaining a grade of "B" or better in a fundamental speech course or by receiving a proficient score in the interview portion of the screening and interview process mentioned above;
- Completed at least 9 hours of university English or the equivalent with grades "C" or better;
- Passed EDU 2100, Foundations of Education, with a grade of C or better.
- Provide evidence of 6 hours in each field-English, social studies, mathematics, and science

9. GRADE REPORTS

Relative to the courses taught by Wesleyan at MISD, a grade report will be provided in compliance with the MISD UIL schedule. MISD will provide a calendar for grade submission each semester. Directions for grade submission will be incorporated into the calendar.

10. FINANCIAL AID

Upon completion of high school and the dual enrollment program, MISD program participants are qualified by Wesleyan as freshman with credit. These students are eligible to participate in Scholarship Weekend (provided they meet the criteria). All scholarships are based on the application for admission. In addition to Federal Financial Aid (Based on Student Eligibility), MISD students in this program are eligible for the following scholarship opportunities:

- Eunice & James L. West Scholarship (Full tuition, general and tech fees)
- Ella C. McFadden Scholarship (Up to full tuition)
- Valedictorian/Salutatorian Award (Up to full tuition)
- President's Scholarship (Up to \$12,000)

- Dean's Scholarship (Up to \$10,000)
- University Scholarship (Up to \$8,000)
- Ram Award (Up to \$6,000)

Wesleyan reserves the right to make changes to its financial aid programs at any time.

11. NON-CURRICULAR ACTIVITIES

Wesleyan and MISD agree to collaborate on the following non-curricular activities:

- Campus Visits
- Admission and Program Requirements Orientation for MISD students and their parents.
- Financial Aid/Scholarship and College Expense Orientation for MISD students and their parents.
- MISD and Wesleyan Job Fairs
- Student/teacher observations completed in Mansfield locations if the TWU course allows the opportunity
- Students will return to MISD for student teaching opportunities as an option

12. ANNUAL REPORT

Wesleyan's Director of Dual-Enrollment or education program designee may provide an annual report to MISD, Wesleyan administrative personnel, and other interested parties after the conclusion of the spring semester. This report may include, but not be limited to, the year's goals and objectives, the success (or failure) of meeting these goals and objectives, and shall outline plans for the forthcoming academic year.

13. AGREEMENT TERM

This agreement shall be in effect for three academic years (August 1, 2016, to July 31, 2019).

14. AMENDMENT AND EXECUTION

This agreement may be amended by mutual written consent of both parties. This agreement shall be executed by mutual written consent of both parties.

15. CANCELLATION

Either party may cancel this agreement at any time in writing. However, cancellation of the agreement allows for the completion of the current academic year.

16. MUTUAL INDEMNIFICATION

MISD shall indemnify, hold harmless, and defend Wesleyan and its trustees, administrators, faculty, and employees from any liability, loss, claim, damage, expense, including attorneys' fees, injury, or death arising out of, or incident to, MISD's negligence.

Wesleyan shall indemnify, hold harmless, and defend MISD and its trustees, administrators, faculty, and employees from any liability, loss, claim, damage, expense, including attorneys' fees, injury, or death arising out of, or incident to, Wesleyan's negligence.


17. VENUE

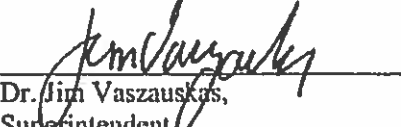
This agreement is to be performed in Tarrant County, Texas, and for any suit arising from this agreement, venue shall be in Tarrant County, Texas.

EXECUTED IN TWO (2) Original Counterparts on this the 16th day of February, 2016.

Texas Wesleyan University
("Wesleyan")

Mansfield Independent School District
("MISD")

By: 
Mr. Frederick G. Slabach,
President
Texas Wesleyan University

By: 
Dr. Jim Vaszauskas,
Superintendent
Mansfield Independent School District

INSTRUCTIONAL AGREEMENT
BETWEEN
TARRANT COUNTY COLLEGE DISTRICT
AND
MANSFIELD INDEPENDENT SCHOOL DISTRICT
DUAL CREDIT PROGRAM
STATE OF TEXAS

This Agreement (herein so called), made and entered into on June 2, 2018, by and between the Tarrant County College District, a Texas political subdivision of higher education, (referred to herein as "COLLEGE DISTRICT") and Mansfield Independent School District, a Texas independent school district (referred to herein as "SCHOOL DISTRICT") evidences the following:

This Agreement shall be in effect for a period of three (3) years beginning on June 2, 2018, and ending on June 1, 2021. Sixty days before the end of the term, SCHOOL DISTRICT may renew this Agreement for a subsequent three-(3) year term upon approval of the COLLEGE DISTRICT (SCHOOL DISTRICT and COLLEGE DISTRICT are sometimes referred to herein as "Party" or collectively as "Parties").

PURPOSE

The purpose of this Agreement is to provide students the opportunity to earn both college and high school credit while enrolled in high school (public, private, charter, or home school). The COLLEGE DISTRICT and SCHOOL DISTRICT will approve students meeting program requirements to enroll in courses referenced in this Agreement. Course credit will be awarded through the SCHOOL DISTRICT for high school academic requirements and the COLLEGE DISTRICT for semester credit hours leading to a post-secondary degree or certificate.

ELIGIBLE COURSES

COLLEGE DISTRICT shall establish and conduct courses which are incorporated into this Agreement by reference as Attachment A.

LOCATION OF CLASS

The COLLEGE DISTRICT may offer dual credit courses on South Campus, Northeast Campus, Northwest Campus, Southeast Campus, Trinity River Campus, or at an approved SCHOOL DISTRICT campus or other location. Regardless of location, all courses offered will meet the standards of equivalent courses taught at the COLLEGE DISTRICT, and any class that has been approved as dual credit through this Agreement shall be considered a dual credit class even if held at a SCHOOL DISTRICT'S campus.

Dual credit courses taught electronically must adhere to the Texas Higher Education Principles of Good Practice for Courses Offered Electronically and the COLLEGE DISTRICT's standards for distance learning courses.

PROGRAM DETAILS

- (1). The COLLEGE DISTRICT and SCHOOL DISTRICT will adhere to all Rules and Guidelines delineated in the Tarrant County College Dual Credit Guidelines found in Attachment B of this Agreement.
- (2). Program guidelines align with the Texas Administrative Code Chapter 4; Subchapter D. If the Texas Higher Education Coordinating Board (THECB) adopts new guidelines during the term of this Agreement, the new guidelines shall prevail.
- (3). Students meeting program requirements and seeking enrollment for coursework enumerated in Attachment A, must submit the following college admission documents:
 - a.) Admissions Application
 - b.) High School Early Enrollment Form
 - c.) Family Educational Rights and Privacy Act Waiver (optional)
 - d.) Meningitis Vaccination Record (if taking courses at a TCC campus)
 - e.) Residency Questionnaire (if undocumented status)
 - f.) LUNDC Waiver (if undocumented status)
- (4). A high school student will not be allowed to take a college level course if the student does not meet the published passing criteria of the COLLEGE DISTRICT'S placement exam or qualifies for an exemption/waiver as specified by the COLLEGE DISTRICT policy.
- (5). All courses referenced in this Agreement must be taught using the COLLEGE DISTRICT's Syllabus.
- (6). The COLLEGE DISTRICT and SCHOOL DISTRICT agree to a minimum of 15 students per class.
- (7). Students will be allowed to attend classes at another COLLEGE DISTRICT campus when a specific course(s) or program(s) is not available at a campus within the students' service area.
- (8). Student misconduct on COLLEGE DISTRICT campuses will be addressed in accordance with the COLLEGE DISTRICT'S Student Code of Conduct. The COLLEGE DISTRICT shall report disciplinary problems to the SCHOOL DISTRICT. In addition, COLLEGE DISTRICT administration may refuse to admit students with disciplinary problems.
- (9). The SCHOOL DISTRICT will determine the academic eligibility of students to participate in the program.
- (10.) These requirements may be modified if the COLLEGE DISTRICT'S requirements are changed. SCHOOL DISTRICT will be notified of any changes by the date designated on the COLLEGE DISTRICT'S master calendar.

COURSE CURRICULUM, INSTRUCTION AND GRADING

Course content and scheduled contact hours will adhere to standards of the Texas Higher Education Coordinating Board (THECB). Dual credit courses will be taught and grades assessed according to standard collegiate practices. Students enrolled in dual credit courses will be provided academic support services, including library resources, available to any other COLLEGE DISTRICT student.

The COLLEGE DISTRICT shall provide a credentialed (meeting SACSCOC requirements) instructor to teach college-level courses, unless the COLLEGE DISTRICT and SCHOOL DISTRICT agree upon the SCHOOL DISTRICT'S providing an instructor for a specific course meeting both the COLLEGE DISTRICT and the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC) accreditation requirements.

Reimbursement by COLLEGE DISTRICT to SCHOOL DISTRICT in the amount of \$ 1,835.00 for a 3 credit hour course or \$ 2,448.00 for a 4 credit hour course. This payment will be made for the courses taught on a SCHOOL DISTRICT campus by the SCHOOL DISTRICT instructor and listed in this Agreement. The SCHOOL DISTRICT will provide the COLLEGE DISTRICT with an invoice based on this Agreement on or before thirty (30) days after the commencement of classes, and COLLEGE DISTRICT shall remit the reimbursement to the SCHOOL DISTRICT.

JOINT PLANNING

The COLLEGE DISTRICT and SCHOOL DISTRICT will plan and schedule dual credit courses at least one semester in advance of offering the courses.

Each academic year, the SCHOOL DISTRICT will submit a Letter of Continuation to the COLLEGE DISTRICT as confirmation to 1) continue with all terms listed in this Agreement, or 2) amend current terms of the Agreement prior to the start of Fall semester classes.

TEXTBOOKS AND COURSE SUPPLIES

Throughout the duration of this Agreement (check appropriate box [es]):

- The SCHOOL DISTRICT will provide textbooks for students
- Students are responsible for purchasing textbooks
- Course supplies will be purchased/provided by the SCHOOL DISTRICT
- Students are responsible for purchasing course supplies

PAYMENT FOR SERVICES

Throughout the duration of this Agreement (check appropriate box):

- Students are responsible for tuition costs
- The SCHOOL DISTRICT will cover all students' tuition costs
- The following organization will be paying the cost of students' tuition:

DUTIES OF THE COLLEGE DISTRICT

The COLLEGE DISTRICT'S duties shall include, but not be limited to, the following:

- A. Assist students in the completion of admissions, testing, advisement, and registration procedures.
- B. Record grades and make official transcripts available immediately upon course completion.
- C. Record attendance at each class session and make records available to the high school principal.
- D. Drop a student at the request of the high school or of the student and report the student's request to the high school principal.

- E. Ensure consistency of instruction and course content is in accordance with standards set by THECB, SACSCOC, and the COLLEGE DISTRICT. The COLLEGE DISTRICT will assign appropriate personnel to monitor and ensure adherence to such standards.
- F. Conduct dual credit faculty evaluations on a yearly basis, similar to that of the COLLEGE DISTRICT'S adjunct instructors.
- G. Provide professional development of SCHOOL DISTRICT instructors teaching dual credit coursework.

DUTIES OF THE SCHOOL DISTRICT

The SCHOOL DISTRICT'S duties shall include, but not be limited to, the following:

- A. Plan and schedule dual credit courses at least one semester in advance of offering courses.
- B. Provide a copy of the SCHOOL DISTRICT's annual calendar and official grade reporting dates.
- C. Work with the COLLEGE DISTRICT to align the high school curriculum with the college course syllabus, evaluate instructional materials, review student projects and reports, and discuss student problems as measures to provide assurance that dual credit courses represent college level content and the high school Texas Essential Knowledge and Skills.
- D. Provide support to COLLEGE DISTRICTS faculty employed to teach dual credit courses in accordance with the rules and regulations of the THECB, TEA, and SACSCOC.
- E. Provide assistance to students regarding COLLEGE DISTRICT admissions, testing, advisement, and registration procedures.
- F. Provide evidence that students have successfully passed met the test score requirements to participate in the Dual Credit program.
- G. Screen students for supplementary requirements as established by the SCHOOL DISTRICT.
- H. Assign a district or campus contact person to assist with the coordination of duties related to the dual credit partnership between SCHOOL DISTRICT and COLLEGE DISTRICT in matters such as these:
 - (1). Student Texas Success Initiative ("TSI") exemption records;
 - (2). Advising of students with completion of all required COLLEGE DISTRICT admissions documents;
 - (3). Assist the COLLEGE DISTRICT with student orientation;
 - (4). Please include the Coordinator with the COLLEGE DISTRICT timely submission in alignment with published due dates all student documentation;
 - (5). Serve as liaison to students, parents, high school personnel and COLLEGE DISTRICT personnel.

AGREEMENT

This Agreement sets forth the entire instructional agreement with respect to dual credit courses and students. It supersedes any prior dual credit agreement and shall be effective until changed by the Parties.

GOVERNING LAW

This Agreement will be governed by and construed in accordance with the laws of the State of Texas, without

regard to its conflicts of law provisions. The Parties agree that the state and federal courts sitting in Tarrant County, Texas will have exclusive jurisdiction over any claim arising out of this Agreement, and each Party consents to the exclusive jurisdiction of such courts.

RELATIONSHIP OF THE PARTIES

In the performance of their respective duties hereunder, the Parties hereto and their respective employees and agents, are at all times acting and performing as independent contractors of each other. Notwithstanding the foregoing, employees of SCHOOL DISTRICT may teach dual credit courses as adjunct instructors of the COLLEGE DISTRICT or through some other teaching arrangement, if such arrangement is approved in writing and in advance by the Parties. No Party will have the authority to act for or bind another Party in any respect or to incur or assume any expense, debt, obligation, liability, tax, or responsibility on behalf of or in the name of another Party hereto. The Parties acknowledge and agree that no Party will be liable for the activities or another Party, including, but not limited to, any liabilities, losses, damages, suits, actions, fines, penalties, claims, or demands of any kind arising out of this Agreement.

LIABILITY

It is not the intent or purpose to create liability against the COLLEGE DISTRICT, unless such liability is imposed by law, or to waive any legal defenses available to the COLLEGE DISTRICT, including government immunity.

RIGHT OF REVOCATION

Either Party may terminate this Agreement with or without cause on 120 days' written notice to the other Party. In the event that a Party believes that another Party has materially breached this Agreement, the non-breaching Party shall give written notice of the alleged breach to the breaching Party. The breaching Party shall have thirty days to cure the alleged breach from the date it receives written notice from the non-breaching Party. If the breach is not restored within thirty days, the non-breaching Party may terminate this Agreement immediately. However, if this Agreement is terminated during an academic term, students enrolled in classes under this Agreement will be allowed to finish their coursework without penalty. A breach of this Agreement includes, but is not limited to, a violation of the policies and rules of the COLLEGE DISTRICT or SCHOOL DISTRICT, the making of a misrepresentation or false statement by one of the Parties, or the occurrence of a conflict of interest between the Parties.

All notices and communications related to this Agreement shall be addressed to the respective educational administrators listed below:

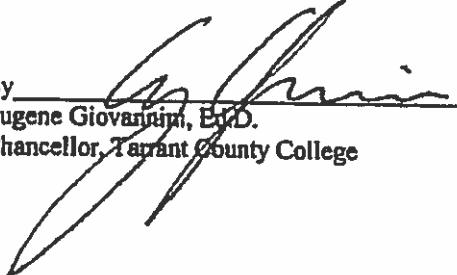
COLLEGE DISTRICT
Elva LeBlanc, Ph.D.
Executive Vice Chancellor-Provost
Tarrant County College
1500 Houston Street
Fort Worth, Texas 76102


SCHOOL DISTRICT
Jim Vaszauskas, Ed.D.
Superintendent of Schools
Mansfield Independent School District
605 East Broad Street
Mansfield, Texas 76063

Executed June 2, 2018, by COLLEGE DISTRICT, signed by its Chancellor and by SCHOOL DISTRICT, signed by its Superintendent, thereby bind themselves, their successors and assigns and representatives, for the faithful and full performance of the terms and provisions of this Agreement. Should either Party wish to terminate this Agreement for any reason other than breach of contract, notification must be given on or before May 1st for the termination to be effective the following academic year.

TARRANT COUNTY COLLEGE DISTRICT

MANSFIELD INDEPENDENT SCHOOL DISTRICT

By 
Eugene Giovannini, Ed.D.
Chancellor, Tarrant County College

By 
Jim Vaszauskas, Ed.D.
Superintendent of Schools
Mansfield Independent School District